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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I Can…** | **4** | **3** | **2** | **1** |
| **Opening** | I can write a composition that has a thesis statement, and an introduction. | My paragraph has a good hook that grabs the reader’s attention, states the thesis, and introduces the main points of each paragraph. | My paragraph has a good hook that grabs the reader’s attention and states the thesis. | My paragraph does not have a hook; it does not have a thesis; my attempt is not effective or it is off-topic | I did not make an attempt or do not understand how to write an introductory paragraph. |
| **Organization** | I can organize my writing with graphic organizers and other pre-writing strategies. | Well developed essay with a clear and logical format. | Generally well organized with a clear and logical format. | Some evidence of planning and organization. | Lacks little planning and organization. |
| **Support** | I can write a composition that has supporting evidence, while excluding unnecessary information. | Provides specific, well elaborated support for the writer’s position throughout the paper. | Provides some elaborated support for the writer’s position. | Provides some support, but with little elaboration. | Lacks support. |
| **Conclusion** | I can write a composition that has a conclusion. | My paragraph restates the thesis, summarizes the main points of each paragraph, and ends with a good strategy. | My paragraph restates the thesis, but is missing a summary of ideas or a good ending strategy. | My paragraph is missing more than one component; it is off-topic or ineffective. | No evidence of any conclusion or summary. |
| **Use of Language** | I can use word choice and sentence variety to add life to my writing. | Uses transitions to connect ideas smoothly; word choice enhances ideas. | Use s some transitions smoothly. | Uses few transitions. | Shows little connection between ideas. |
| **Writing Conventions** | I can write sentences correctly without using fragments or run-ons.  I can use commas, end marks, apostrophes, and quotation marks correctly. | Contains few, if any spelling, punctuation or grammatical errors. | Contains several errors in punctuation, spelling or grammar that do not interfere with meaning. | Contains many errors in punctuation, spelling and/or grammar that interfere with meaning. | Contains many errors in punctuation, spelling and/or grammar that make the piece illegible. |

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